

# Anticipating and facilitating the ecological transition

POLICY DEVELOPMENT

PRACTICAL MEASURE/INITIATIVE

 FRANCE

## Timeline

2019 Implementation 2020 Implementation 2021 Implementation  
2022 Implementation 2023 Implementation 2024 Implementation  
2025 Implementation

ID number 48237

## Background

This policy development aims to boost the appeal of VET programmes while addressing ecological and sustainability challenges aligned with local economic needs.

## Objectives

To equip VET learners with skills related to ecological sustainability and renewable technologies, contributing to economic resilience and meeting ecological challenges in various industries.

## Description

As part of the 2016 State-Regions partnership agreement, in September 2017, 500 new vocational training courses were introduced across VET upper secondary schools (*lycées professionnels*) with a strong emphasis on ecological transition. These programmes focus on skills related to renewable energy, sustainable building practices, waste management, and green technology, catering to emerging green jobs and addressing shortages in ecological professions, including welding, boiler-making, and environmental mechatronics.

Approximately 70% of these courses are tied to national diplomas, and more than 20% are accessible through apprenticeships or combined school/apprenticeship pathways. This approach allows VET learners to specialise further in ecological disciplines or related areas, fostering a skilled workforce for green transitions.

The Regions, in partnership with regional education authorities, are responsible for planning and mapping initial vocational training courses, facilitating long-term analysis and the creation of training programmes that align with local job needs in ecological fields.

### 2019 Implementation

The project continued.

## 2020 Implementation

As part of the *1 young person, 1 solution* plan, additional training places are provided for learners in environmental transition professions and priority sectors of the France Relance recovery plan. Key sectors affected by the crisis, including tourism, industry, agriculture, and agri-food, will benefit from skills updates to support sustainable transformation. Measures to train and support young graduates impacted by the employment crisis in ecological professions focus on:

- (a) job creation in institutions under the authority of relevant ministries to foster ecological skills;
- (b) implementation of support solutions for apprenticeships, vocational training, subsidised contracts, and integration into ecology-related sectors within the labour market;
- (c) additional BTS (higher technician, EQF level 5) and CAP (professional skills certificate, EQF level 3) programmes in secondary VET schools to meet the needs of the ecological transition: 5 700 additional training places focusing on green jobs; 3 600 additional places for the specialisation year following a BTS or CAP, particularly for skills related to ecological fields, as well as 2 400 additional places in 2020/21 for upper secondary graduates with an EQF/NQF level 4 qualification to continue in BTS programmes geared toward the ecological transition or shift into a professional sector via a CAP, specifically in fields like applied arts oriented towards sustainable practices.

## 2021 Implementation

The measures are operational and run as regular practice.

## 2022 Implementation

With a growing emphasis on ecological sustainability, initial education and training is increasingly aligned with environmental transition requirements to deliver qualifications for green jobs and sustainable development. In five years, the number of VET learners enrolled in environmental transition and other strategic vocational fields has risen by 22% (from 88 000 to 107 000).

The *E3D (École ou Établissement en démarche globale de développement durable)* Label for sustainable schools and institutions is used to promote a whole-community approach to environmental education. The eco-delegates from the participating secondary schools champion ecological issues and awareness to make their educational environments more biodiversity-friendly and climate-resilient.

Moreover, environmental and sustainable development topics are integrated in cross-curricular education from primary to secondary education, with a particular emphasis in secondary schools on electing eco-delegates to lead sustainability initiatives and influence climate action.

The 2021 *CVET and the Climate and Resilience Act* entrusts OPCO (skills operators managing the redistribution of joint funds for training) with advising companies on sustainability issues and supporting them in transitioning to environmentally sustainable practices. Two main bodies, the 'Occupations & Skills' network and the National Observatory of Jobs and Professions in the Green Economy, provide information and guidelines on adapting company skills to ecological needs. Key recommendations include:

- (a) ecological transition as a priority for skills operators and as a strategic sector;
- (b) cross-sector reviews of affected industries;
- (c) development of a detailed regional outlook to support local green initiatives.

The labour ministry conducted thematic workshops for its regional departments on ecological transition themes, such as:

- (a) shifting consumption patterns;
- (b) supporting green initiatives within companies and associations;
- (c) anticipating and transitioning skills;
- (d) minimising the social impacts of restricted access to civic rights.

In October 2022, the Ministry of Transformation and Public Service, alongside the Ministry of Ecological Transition, launched a national training plan for public officials on ecological transition to equip all public service employees with relevant skills by 2027.

Research and Reporting on Ecological Employment: France Stratégie and Dares (the statistical department of the ministry of labour) published a report on future job market trends and ecological transition needs, emphasising the role of training in balancing the workforce and labour needs. The report recommendations focus on:

- (a) proactive training that aligns with environmental goals, especially for green jobs;
- (b) agreements on employment and skills development (EDEC), between the State and professional organisations to adapt training to meet the needs of green jobs.

### 2023 Implementation

In 2023, as part of the vocational secondary schools reform, the State and the regions accelerated the development of training programmes in support of the younger generations and in response to the demands of the ecological transition. In January, the government notified the heads of academic regions of an ongoing process to transform IVET delivery, initiated under the France 2030 call for projects within the Skills and Jobs of the Future (*Compétences et métiers d'avenir*) initiative. The aim is to address ecological transition needs, in particular through:

- (a) adapting digital and technical training platforms to meet current and future needs in ecological transition sectors;
- (b) providing extensive support for teaching staff to actively engage them in the transformation process and establish the necessary conditions for reshaping vocational training to address green economy priorities;
- (c) increasing participation in VET programmes tailored to high-demand sectors within the green economy;
- (d) developing a long-term strategic vision for the evolution of the VET landscape, with planned cycles of adaptation over 3 to 5 years.

The modernisation of IVET programmes is also supported by the Digital Strategy for Education 2023-27, launched on 27 January 2023 by the Minister for Education. The strategy aims to adapt IVET diplomas (such as the new baccalaureate on cybersecurity, IT and electronic networks) incorporating digital and green competences in the training landscape, as well as strengthening partnerships with companies (for instance, through the P-TECH programme) and expanding teacher training to provide quality training linked to the twin - green and digital - transition.

Within the scope of vocational education reform, by October 2023, 12 500 lower and upper secondary schools received the E3D (Ecole en démarche de développement durable) label, underscoring an institutional commitment to sustainable development education. This initiative is part of the ministry's broader sustainable education framework.

In line with France 2030 acceleration strategies, several sectors are eligible, notably in the digital and ecological transition fields. The programme is open to all vocational secondary education institutions, with the regions and their educational authorities responsible for ensuring its coherent implementation.

As part of the France 2030 Skills and Jobs of the Future initiative, The National Federation of Public Works (*Fédération Nationale des Travaux Publics*, FNTP) training plan awarded EUR 4.14 million in sectors critical to sustainable development.

The law 2023-973 of 24 October 2023 on the green transition underpins a national strategy for green industry spanning 2023 to 2030, focusing on ecological transition

and industrial decarbonisation. The law outlines the strategic sectors for prioritisation within the green transition, guiding vocational training development to meet the workforce needs of these essential, sustainable industries.

## 2024 Implementation

In IVET the priorities for 2024/25 focus on fostering a more environmentally engaged education system and several measures are being implemented, namely:

One key area is the reinforcement of the support provided to eco-delegates, who are elected in all secondary school classes, totalling 250 000 delegates so far in the country. This support covers the offering pedagogical resources and showcasing best practices, including recognising exemplary eco-delegate initiatives through awards.

The ongoing E3D labelling for schools/education establishments adopting a global approach to sustainable development.

Compulsory education for sustainable development (ESD) from primary to upper secondary education, including VET schools (3 to 18-year-olds). The teaching is cross-disciplinary (curriculum and educational projects). A Guidebook for Education for Sustainable Development to 2030 sets out the issues and clarifies the basic concepts of ESD that cover the cross-disciplinary education, a pupils' agency, and cooperation with stakeholders at local level. A set of 20 measures for the ecological transition at school (2023) is in place for the schools to become catalysts for commitment to ecological transition.

Developing 1 200 educational areas that consist of small natural, forested, or riverine spaces, managed by classes in collaboration with various governmental ministries. This initiative aims to enhance pupils' connection to nature and environmental stewardship.

The Jobs Discovery scheme initiated in lower secondary schools since 2023 continues to promote awareness of careers related to the green transition, ensuring that students are informed about emerging opportunities in this vital area.

In the context of the academic school 2024/25 declared Year of the Sea, emphasis is given on marine education aligning educational initiatives with significant environmental themes.

Campuses of trades and qualifications (*Campus des métiers et des qualifications*, CMQ) are hubs for vocational education and training excellence. CMQs actively contribute to updating green skills, in conjunction with the labour world and by developing training modules in various settings (distance learning, hybrid, virtual reality, etc.). Among a total of 116 hubs across the country and 12 strategic sectors, 12 hubs are specialised in Energy transition, eco-industry.

With regard to continuing VET (CVET), a webinar was held on September 19, 2024, aimed at the regional and departmental services of the labour ministry. The Organisation for Economic Co-operation and Development (OECD) presented the work it will carry out for the General Directorate for Employment and Professional Training (DGEFP) of the labour ministry over an 18-month period, supported by technical assistance approved by the European Commission, with a particular focus on examining the 'greening' of CVET training programmes. This webinar launched a general initiative of reflection and action across all services concerning the ecological transition, addressing a need for greater familiarisation with the subject, sharing of inspiring actions and initiatives, and discussing challenges encountered. Ten programmes have been selected and will be examined by the OECD. The organisation is working closely with the ecological transition coordinators within the DGEFP and regional services, and will also engage with ministerial services responsible for policies related to employment and professional training (DGT, IGAS, DARES, DGCS, SG, SGPE), as well as external partners (France Travail, OPCO, Caisse des Dépôts, France Compétences, Régions de France, IAE network heads, National Union of Local Missions, Certif Pro).

Several studies published at the end of 2024 addressed the impact of ecological and digital transitions on occupations, qualifications and vocational training. The Centre for Research on Qualifications (Céreq) released two policy briefs.

The first one (*Bref*, No 463, December 2024) analysed how ecological and digital issues are integrated into qualification standards. It found that digital competences are more systematically formalised than environmental ones, whose inclusion remains uneven across diplomas and sectors.

The second (*Bref*, No 458, October 2024) was based on a study conducted for the Directorate for Research, Studies and Statistics (DARES), the Ministry of Labour's statistical department. It examined the 'greening of work' in the food retail sector, drawing on field surveys.

In October 2024, the *Banque des Territoires* (public financial institution), with support from Capgemini Invent and Chaudron.io, published a study on the effects of the ecological transition on occupations and training provision. It identified emerging skill needs in the construction, industrial and transport sectors, underlined the key role of regions in localising initiatives, and highlighted the need for a rapid adaptation of the training offer.

### 2025 Implementation

The High Commission for Strategy and Planning (*Haut-Commissariat à la stratégie et au plan*) published a methodological guide on integrating the ecological transition into the design of vocational and higher-education qualifications. This issue is crucial, as by 2030 around 2.8 million workers — mainly manual and service employees — will need training to meet national greenhouse-gas reduction targets.

The guide draws on good practices and methods shared by key stakeholders, including the National Agency for Adult Vocational Training (*Afpa*), France Compétences, the Ministry in charge of Labour, professional federations and social partners. It stresses the need for continuous monitoring of occupational change, regulatory developments and local or enterprise initiatives to support a forward-looking approach.

Qualification standards are expected to address three complementary skill dimensions: reflective competences, technical know-how and collective competences. The latter refers to the ability to engage colleagues, clients and partners in ecological transition processes. Revised standards must explicitly reflect the integration of ecological transition aspects.

Several additional publications in 2025 focused on skill needs linked to the ecological transition. The Ministry of Labour's statistical department (DARES), analysing job vacancies, confirmed the growing demand for green skills in construction, mechanics and energy occupations. The Movement of French Enterprises (*Medef*), the main employers' union, proposed 10 measures to adapt training and strengthen the role of skill operators (*Opco*) in supporting this transition.

The General Commission for Sustainable Development (*CGDD*) issued a methodological handbook to help awarding bodies integrate ecological requirements into qualification frameworks. Finally, the *Réseau emplois-compétences* (REC) and the High Commission for Strategy and Planning (HCSP) developed a territorial approach to better link employment, training and ecological transition.

## Bodies responsible

- Ministry of National Education, Higher Education and Research
- Ministry of Labour, Full Employment and Inclusion
- Ministry of Labour, Employment and Professional Integration (until 2022)
- Ministry of National Education, Youth and Sports (from 2020 till 2022)
- Ministry of National Education and Youth (until 2024)

# Target group

## Learners

Learners in upper secondary, including apprentices  
Young people (15-29 years old)  
Learners at risk of early leaving or/and early leavers

## Entities providing VET

VET providers (all kinds)

# Thematic categories

## Governance of VET and lifelong learning

Coordinating VET and other policies

## Modernising VET infrastructure

### Modernising VET offer and delivery

Modernising VET standards, curricula, programmes and training courses  
Expanding VET programmes to EQF levels 5-8  
Integrating green transition and sustainability in VET curricula and programmes  
Reinforcing work-based learning, including apprenticeships

## Supporting lifelong learning culture and increasing participation

Permeability between IVET and CVET and general and vocational pathways, academic and professional higher education  
Financial and non-financial incentives to learners, providers and companies  
Ensuring equal opportunities and inclusiveness in education and training

# European priorities in VET

## VET Recommendation

VET agile in adapting to labour market challenges

VET as a driver for innovation and growth preparing for digital and green transitions and occupations in high demand

## Osnabrück Declaration

Sustainability - a green link in VET

# Subsystem

IVET CVET

# Further reading

[State-Region partnership agreement on Working together for employment, as presented to the press on 30 March 2013](#)

Information on 500 new training courses

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France 2030: Government and regional support for the transformation of the vocational training map

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Ministry of National Education and Youth - Eco-Delegates

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Ministry of National Education and Youth - Education for Sustainable Development

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Ministry of National Education and Youth - Understanding the Causes and Challenges of Climate Change

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Ministry of National Education and Youth - Sustainable Development Education within the Curriculum

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Ministry of National Education and Youth - Transition energetique / eco-industrie : les Campus des metiers et des qualifications

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LAW No. 2021-1104 of 22 August 2021 on Combating Climate Change and Strengthening Resilience to Its Effects

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Banque des Territoires, Capgemini Invent, & Chaudron.io. (2024, October). Impact of ecological transition on jobs and training [Impact de la transformation ecologique sur les metiers et la formation].

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Observatoire national des emplois et metiers de l'economie verte, AFPA, CGDD, Reseau Action Climat, et al. (2025, March). Employment support and ecological transition: Analysis of professionals' needs.

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Commissariat general au developpement durable (CGDD). (2025, July). Handbook for integrating ecological transition in vocational qualifications [Prise en compte de la transition ecologique dans les certifications professionnelles : Vademecum].

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Tranier, E., Reseau Emplois Competences, & Haut Conseil des politiques de l'emploi (HCSP). (2025, September). Implementing territorial jobs-skills planning for the ecological transition.

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## Related policy developments

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### 2025 Implementation

#### 1 young person, 1 solution - youth plan

The total budget of the youth plan is EUR 6.7 billion, with measures to support young people aged 16-25 after the COVID-19 crisis. It mobilises a set of tools: hiring assistance, training, support, financial assistance for struggling young people, etc. to respond to different situations.

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#### Type of development

Strategy/Action plan

#### Subsystem

IVET CVET

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## 2025 Implementation

### France Relance: plan to relaunch activity, cohesion priority

France Relance has a budget of EUR 100 billion in total over two years, out of which 15 billion is for vocational training. The main measures in terms of education and vocational training offered in both IVET and CVET (excluding exceptional employment subsidies) are:

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#### Type of development

Strategy/Action  
plan

#### Subsystem

IVET CVET

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## 2025 Implementation

### Anticipating and facilitating the digital transition

Within the framework of the 2016 State-Regions partnership agreement, 500 new training courses are offered in VET upper secondary schools (*lycées professionnels*) since September 2017.

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#### Type of development

Practical  
measure/Initiative

#### Subsystem

IVET CVET

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<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/48237>